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ABSTRACT

This report presents a description of University College, Memphis State University (MSU). Created in 1975, this small, nontraditional college has prospered in the context of a large, state, urban university. It offers nontraditional students a way to create and finish individualized and interdisciplinary degree programs. Faculty can develop new courses, teach others in nontraditional modes, participate in the administration, and improve themselves as advisors. Since 1976, University College has graduated about 500 students and has 650 currently accepted or in screening. Its annual budget has grown from $100,000 to $510,000. The professional/directorial staff has increased from two to five, and the clerical staff has increased six-fold. It has become an integral part of MSU, with 75 faculty members from 23 departments having served on its faculty council, and nearly 300 MSU faculty having served on student contract/advising committees. It is concluded that adults and other nontraditional students will seek out this quality college. Employers and graduate schools will find graduates of such career related and academic degree programs very attractive. The success of such a unit depends on its ability to respond to programmatic requests with great flexibility, and its ability to give away its most successful programs to units with full-time faculty. (SM)

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT:

In existence since 1975, University College, Memphis State University, offers nontraditional students the opportunity to develop and complete individualized and interdisciplinary degree programs. It gives faculty the chance to develop courses they would otherwise not be able to teach and to teach others in such nontraditional modes as teleinstruction (video, audio, and print-based courses). It also allows them to participate in the administration of a small college and provides them opportunities to improve as advisors. In fourteen years, it has become completely integrated into the academic side of Memphis State University. Its graduates have been very successful, both in terms of employment and salary, and with respect to admission to graduate schools. In addition, they indicate that they have benefitted greatly, both personally and professionally, from the University College experience.

INTRODUCTION

The report which follows will cover the following:

1. A brief history of the college, bringing it up to date.

2. A description of the college as seen from various perspectives: A University College student, the chief academic officer, the budget director, a reader of the undergraduate catalog, and the professional staff of University College.

3. Specific indications of how successful the college has been in integrating itself into the academic affairs of Memphis State University.

4. Evidence of its responsiveness to the academic needs of nontraditional students, of the business/social service/professional community, and of the university itself.

5. Evidence of the career and academic success of University College graduates.

6. Evidence of "user satisfaction," illustrated against a variety of measures: Usefulness to professional competence, usefulness to career change or development, acquisition of enhanced self-esteem, and a sense of being able to "give back"--to the community, the workplace, etc.

In general, this report describes how a small, nontraditional, college can not only survive, but prosper, in the context of a large, state, urban, university. Many such attempts have failed over the past 15 years. By contrast, University College provides a model for success.

BACKGROUND

University College at Memphis State University opened its doors in September of 1975. It was to be (and indeed, it became) Memphis State's nontraditional college, serving students who demonstrated a need to develop and complete individualized and interdisciplinary degree programs. Since 1976, University College has graduated approximately 500 students and has 650 currently accepted or in screening. In addition, it has become involved in external degree work, in the delivery of video-assisted courses, in developing an array of interdisciplinary degree courses and programs, in piloting degree curricula for other units in the university, and in supporting student academic services for all adult students in the university. Since 1975, the college has grown from a professional staff of two (a dean and an assistant to the dean) plus a clerk-typist, to a professional staff of five (dean, associate dean, director of special programs, director of Bornblum Judaic Studies, college advisor) and a support staff of six. Since 1975, too, its annual budget has increased from about $100,000.00 to $510,000.00. Current funding includes interest from endowments supporting a Judaic Studies program (about $750,000.00) and a Chair of Excellence in Judaic Studies ($1M).

The following discussion will show that the University College model provides answers to questions such as these: "What can be done to make a traditional university efficiently and appropriately responsive to the academic needs of nontraditional and adult students? What can be done to make that same university appropriately responsive to the academic needs of its broader constituencies (e.g., the business and professional communities, social service agencies, etc.)? Is it possible for a small nontraditional college to prosper within the context of a large urban state university?"

DESCRIPTION

The College as it would be seen by a typical University College student. . .

University College is an **opportunity** and a **degree-system**. It is an opportunity to design an individualized and interdisciplinary degree program suited to a mature person's considered personal, educational, and/or career or pre-professional needs. It is also an opportunity to make sense out of a life which needs change of direction, or which wants enhancement, or both . Sometimes it is an opportunity (through portfolio preparation and assessment) to gain academic credit, and hence, validation, for college-level learning received in non-accredited settings--including the school of life experiences.

As a **degree-system**, University College looks like this:

Prospective students must pass through a secondary admission process in which they are screened for admission to University College. Criteria include potential for taking control of their own educations. After admission, students must complete all requirements for graduation, by doing the following:

They must fulfill **general education** requirements by taking, or providing substitutions for the following **liberal studies** courses--UNIV 1010 Communication I (6), UNIV 1020 Communication II (6), UNIV 1210 Humanities (6), UNIV 1410 Social Science (6), UNIV 1610 Natural Science (6), UNIV 1810 Leisure and Recreation (4).

All students, regardless of what they can transfer, must take **at least one liberal studies course**. They must also take **at least six semester hours of thematic studies**. Thematic Studies courses (UNIV 35xx or UNIV 45xx) are upper-division interdisciplinary topics or problems courses (these and liberal studies courses are illustrated below).

In addition, all students must complete an individualized major called a **coordinated study program**. This program must include a minimum of thirty upper division hours from two or more departments.

Finally, each student must complete a **Special Project** (UNIV 4996). This is a nine semester-hour independent study project which must combine academic areas and skills learned in the coordinated study program (sometimes combined with knowledge and skills brought to the university) upon a problem of significance. The form of the project will be appropriate to the nature of the program which supports it.

All students must meet minimum degree requirements for Memphis State University. To show how they plan to do this as University College students, they formalize their degree programs in a **Baccalaureate Contract**, which is developed with the assistance of a **Contract/Advising Committee** (detailed below) made up of no fewer than three persons, including the student, and chaired by a regular or adjunct MSU faculty member. A contract must be approved both by the Contract/Advising Committee, by the **Contract Review Committee** of the University College, and by the **Dean**. Contracts must receive approval at preliminary and final (i.e., within a semester of graduation) stages.

The College as seen by the chief academic officer. . .

University College offers an alternative to a traditional undergraduate degree by allowing students to work with faculty committees (supplemented at times by community professionals) on the development and completion of individualized and interdisciplinary undergraduate degree programs, leading either to the Bachelor of Professional Studies or the Bachelor of Liberal Studies degree. The college does not support a faculty of its own, instead is budgeted to use the faculty of the traditional colleges and schools (Arts and Sciences, Business, Communication and Fine Arts, Education, Engineering, Nursing, Law) for teaching, portfolio assessment, and administrative support. In addition, it can employ faculty part-time. In general, the University College allows Memphis State University to be more accessible than otherwise to adult students and to be flexible in working with members of the business and professional communities on the development of needed degree curricula.

The College as seen by the finance officer. . .

At the present time, the college maintains the following accounts which are totally state-supported: Regular, Directed-Study, (video-, audio-, and print-based independent study courses), Paralegal Studies. In addition, it administers Bornblum Judaic Studies, which is supported in part by private funds, in part by state funds. And it is responsible for these grant accounts: Bornblum Chair of Excellence in Judaic Studies, and Open Learning Fire Service Program.

In FY 1988-1989, the budgets for these accounts were as follows:

Regular account	$242,000.00
Directed-study programs and courses	$ 97,300.00

Open Learning Fire Service Program	$ 24,000.00
Paralegal Studies	$ 40,000.00
Bornblum Judaic Studies	$ 66,700.00
Bornblum Chair of Excellence in Judaic Studies (1/2 year)	$ 40,000.00

As described in the undergraduate catalog. . .

The following statement is found on pp. 110-111 of the 1988-1989 Undergraduate Catalog of Memphis State University:

> The University College offers nontraditional degrees for those students whose experience, talents, and interests are best served through a program which emphasizes personally designed education. Through University College, faculty, students, and off-campus professionals have the opportunity to work together unrestricted by departmental or college boundaries. The college provides individually designed programs for persons whose career goals, academic needs and interests are not met by existing majors, but by appropriate combinations of integrative interdisciplinary courses offered by the University College, existing courses offered by other colleges, credit by examination, credit for non-traditional learning, and internship experiences. For faculty across the University, the University College provides the structure to explore and develop interdisciplinary ventures that may later be subsumed into other degree-granting units. In addition, the College encourages the development of interdisciplinary courses and promotes such alternative instructional methods as teamteaching and teleinstruction. Finally, it seeks to create and maintain a spirit of academic community through careful and concerned advising and interaction outside the classroom among students, faculty, and staff. The Bachelor of Liberal Studies and the Bachelor of Professional Studies degree programs are complementary to the University's role of meeting the academic needs of a diverse population in an urban setting.

As interpreted by the professional staff of University College. . .

The roles of University College are subsumed under the following heads:

1. Serving nontraditional undergraduate students
2. Providing the university opportunities for the development of nontraditional undergraduate programs
3. Encouraging faculty to work on nontraditional undergraduate course development
4. Supporting nontraditional instruction throughout the university
5. Improving undergraduate advising
6. Enhancing faculty and administrative development
7. Maximizing the use of the university's educational resources

1. Serving nontraditional undergraduate students

The "typical" University College student is 36 years old. Whether married, unmarried, or divorced, he or she is probably at a transitional point in life at which career change, development, or initiation is extremely important. Ordinarily students perceive Memphis State University as means of mediating between a past which they want either to leave or to build (improve) upon and a "professional"

future which they desire. Over 90% of University College students pursue the Bachelor of Professional Studies, rather than the Bachelor of Liberal Studies, degree. About 25% of them submit portfolios to be assessed for credit for experiential learning (in the University College system, such credit is allowable as long as it can be applied to a student's individualized major).

The baccalaureate contract. . .

Working with contract/advising committees, all students develop individual baccalaureate contracts. These are either unique or are grounded in group guidelines, as described below:

1. Unique degree contracts. Approximately 40% of UC students work on such programs. Sample programs have titles such as these: Art Therapy, Cross-cultural Analysis of Art, Dance Education, Energy Management, Family Therapy, Graphic Communication Management, Philosophy and Psychology of Religion, Suzuki Music Education, Media Salesmanship, Tourism, and Youth Ministries Administration.

2. Contracts based upon group guidelines. The other 60% of University College students use guidelines. These are named below. Guidelines provide students and advisors a means of focusing upon certain courses and allow the university the opportunity to advertise the fact that it provides a degree-related curriculum in certain nontraditional areas.

Availability of interdisciplinary minors and other programs. . .

The college sponsors a pre-law minor, Legal Thought and Liberal Arts, and a pre-theology minor, Religion in Society. It also supports a Legal Assistant Certificate program and developed (and houses) an endowed program in Judaic Studies--Bornblum Judaic Studies.

2. Providing the university opportunities to develop nontraditional undergraduate programs.

When business, industry, or government requests the development of interdisciplinary baccalaureate guidelines, or when faculty make similar overtures, or when students inquire about degrees in the same, or related, areas, the College will work with appropriate faculty, staff, and community professionals on the development of group guidelines. The college administers the following group programs: Aviation Administration (developed for the FAA), Services for the Aging (developed with a grant from the National Council on Aging), Alcohol and Drug Abuse Services (developed in cooperation with the Tennessee Department of Mental Health and Mental Retardation), Biomedical Illustration (developed with representatives of the Association of Medical Illustrators and the Biological Photographers' Association), Health Care Fields, Human Services, the Open Learning Fire Service Program (an external degree program supported by the National Fire Academy), Printing Management (developed with representatives of the In-Plant Printing Management Association and the Printing Industries Association of the South), Commercial Aviation, Human Resource Administration, Orthotics/Prosthetics and Related Fields (a 2 + 2 program, worked out in cooperation with Shelby State Community College), Black Studies, and Women's Studies.

In addition, the college has been a proving-ground for certain programs that have been taken over by the traditional colleges. Among these are Commercial Music, now in the Music Department; Health Care Education, now incorporated into the Educational Services major in the College of Education; Photography, soon to be a major in the Art Department; Dance, now a major in the Department of Theater and Communication Arts; and Alcohol and Drug Abuse Therapy, soon to be a Rehabilitation concentration in the Department of Counseling and Personnel Services.

Finally, through University College, Memphis State offers one degree program externally. This is the Open Learning Fire Service Program, a national consortium sponsored and funded by the National Fire Academy of the Federal Emergency Management Agency (formerly sponsored by the International Association of Firefighters). Memphis State admits students from Tennessee, Arkansas, Kentucky, Mississippi, Alabama, South Carolina, and Georgia. The college has served as the regional center for OLFSP since 1979.

3. Encouraging the development of interdisciplinary and nontraditional undergraduate courses

a. Interdisciplinary courses have been of these kinds:

(1) Interdisciplinary general education courses. The college has an interdisciplinary lower division "liberal studies" curriculum which UC students may use in order to fulfill general education requirements as University College students. Liberal Studies courses are Communication I, Communication II, Humanities, Social Science, Natural Science, and Leisure and Recreation. Leisure and Recreation is a four semester-hour course; the others are six semester-hours. Over the years these courses have been taught under such titles as Exploring Language, Civilization, Two Cities of Destiny: Fourteenth Century Venice and Twentieth Century New York, Issues in Developing World Regions, Cosmos, and The Ascent of Man.

Most of these courses have been taught by regular, full-time, faculty. They are open to all students in the university.

(2) Interdisciplinary upper-division problems or topics courses. The college calls these "thematic studies" courses. Course titles have included The Adult Years, War and American Society, Law and Social Welfare, The Presidency, Modern Western Thought, People and Organizations, Literature of the Americas, Complexity and Change, War and Peace in the Nuclear Age, and Chinese Civilization.

Most of these courses too have been taught by regular, full-time, faculty. They also are open to all students in the university.

b. Nontraditional courses have been of this sort:

(1) Directed-study, video-assisted, courses with print materials for independent study. Since 1982, University College has administered directed-study, video-assisted courses for the rest of the university. Through University College, Memphis State University is a member of the International University Consortium for Telecommunications in Learning. In addition to courses produced by the IUC, it uses video-assisted courses produced through PBS and other vendors. Courses offered have

included Ancient Greece, People and Organizations, Exploring Language, Computers and Society, Physical Geology, College Algebra, Faces of Culture, The Long Search, War and Peace in the Nuclear Age, The Africans, The Religious Quest, The Constitution, Vietnam, Time's Harvest, and Civilization and the Jews.

(2) Since 1979, University College has administered the Open Learning Fire Service Program in the Southern region. Memphis State University offers the twelve upper-division print-based directed-study courses which from the basis of this program. The courses have been produced and revised by the National Fire Academy and the Open Learning Fire Service Education Consortium of which Memphis State University is a member. These courses include Advanced Fire Administration, Political and Legal Foundations of Fire Prevention, Disaster and Fire Defense Planning, and Incendiary Fire Analysis and Investigation.

4. Supporting interdisciplinary and nontraditional instruction and programs

a. General education distribution. Memphis State has a new general education program which encourages the development of interdisciplinary options within the approved curriculum. University College has opened its thematic studies offerings to general education and is now providing course numbers for two of its courses: Hebrew and Greek Legacy and Faith, Reason, and Imagination.

b. General education integration requirement. The new general education program requires students in their senior years to take one "integrative" course. One important model for integration is the University College thematic studies course (described above).

c. Directed-study, video-assisted, courses. Over half the courses offered in this format are departmental, and about one-quarter of those which are University College courses are co-listed as departmental offerings. Since 1982, Memphis State has offered close to 40 different courses in this format.

d. Portfolio assessment. Students in University College are eligible to submit portfolios and to have them assessed for credit for experiential learning. This has been true since the college opened its doors in 1975. Since that time , however, both the College of Communication and Fine Arts and the College of Education (in its Educational Services program) have allowed experiential learning gained from a portfolio.

5. Improving the quality of undergraduate advising

University College students formalize their degree programs in a Baccalaureate Contract. They create this contract by working closely with a **Contract/Advising Committee** made up of two MSU faculty members from different departments, the student him- or herself, and, if appropriate, another MSU faculty member, or a local professional with whom the student wishes to work. Since even degree guidelines are made up of lists of courses to choose among, considerable discussion precedes the submission of a completed Baccalaureate Contract. After submission, it must be approved both by a committee of the University College Faculty Council (described below) and the Dean of the College. It is not unusual for a contract to be sent back to a student for further student/committee work.

Since 1975, nearly 300 faculty members have chaired, or have served on, Contract/Advising Committees (105 currently serve as chairs). A few faculty members have chaired upwards of two dozen committees and have worked on others. The total effect of this activity has been to make a significant proportion of MSU faculty (total, about 800) much more skilled in, and intentional about, advising than they might otherwise have been. In fact, the college has reinforced the importance of thoughtful and effective advising by instituting in 1984 a University College Advising Award. Since 1985 six faculty members have received this award.

6. **Enhancing faculty and administrative development**

a. Course development. Since 1975, Memphis State faculty have developed over 50 different courses (liberal studies, thematic studies, special topics) for University College. Many of these have been team-taught and most have been interdisciplinary (a few disciplinary courses exist to support interdisciplinary programs). Faculty have developed and taught these courses because they represented special interests and areas of expertise which could not be exploited within the curricula of their departments.

b. Interactive teaching. Team-teaching has brought many faculty (over the years, approximately 60) into paired team-teaching arrangement. Two pairs (representing Chemistry and Political Science, Philosophy and Criminal Justice) have developed more than one team-taught course.

c. Insight into university administration. Governance of University College is shared with a Faculty Council, which is made up of 12 members of the faculty, representing the other undergraduate colleges (Arts and Sciences, Business, Communication and Fine Arts, Education, Engineering). These faculty members serve for three years and function, in some ways, as regular faculty do in the traditional colleges. That is, they approve courses and programs; they approve changes to degree requirements; they advise concerning college systems, e.g., advising or contract development, evaluation, etc. Altogether, approximately 75 faculty members have served on the Council since the first one in 1975. By working with University College, faculty members are ordinarily given a more close-up view of how a **college** works than they do simply by functioning on one committee or another in their college or department.

d. Preparation for administrative roles. Several "UC faculty" and Faculty Council members have assumed administrative roles at local and state levels. One member now works for the Tennessee Higher Education Commission. Another (he served two terms[!] on the Faculty Council) now directs the university's new general education program. A third served as Coordinator for Nuclear Studies in the University College, until the program was phased out. A fourth is now Associate Dean of the College of Arts and Science here. A fifth became Chair of the Management Department. In fact, the Dean of University College himself served on the first Faculty Council. This is not to say that association with the college caused these changes, but to suggest that close association with the inner workings of this administrative unit helped prepare these faculty for administrative roles.

7. **Maximizing the use of the university's educational resources**

By being interdisciplinary and by being budgeted to buy faculty time at a part-time rate, University College is able to develop academic programs without requiring the addition of new full-time faculty. Were it not for the convergence of faculty

expertise and the existence of University College, Memphis State would not be able to offer students degree opportunities in Health Care Administration, Commercial Aviation, Printing Management, Biomedical Illustration, Women's or Black Studies, etc., or to be involved in the Open Learning Fire Service Program. At another university, each of these degree opportunities might require its own administrative structure, at the least.

It is also highly unlikely that Memphis State would be offering directed-study, video-assisted, courses, since such courses require for their administration an academic unit which cuts across the work of the traditional departments; and at Memphis State, University College is the only such unit.

From a UC student's point of view, University College helps to maximize the university's educational resources as well. Whether working on a completely individualized, or a group, program, students have faculty from different departments available to work together with them on the development, approval, and completion of degree programs that are more appropriate to their educational, personal, and/or career or pre-professional needs than those of the traditional departments. Five hundred graduates plus six hundred and fifty students enrolled make a substantial constituency and are in themselves a statement of support for the University College concept.

RESULTS

A. First, some indications of how secure a place University College now has within Memphis State University. . .

1. In fourteen years, University College has grown from its first student to 650, and it has graduated approximately 500.

2. The annual budget of University College has grown from $100,000.00 to $510,000.00.

3. The college's professional/directorial staff has increased from two to five; and its clerical staff has increased five-fold.

4. In 1985, Memphis State specified as part of the terms of agreement that an endowed program in Judaic Studies (Bornblum Judaic Studies) would be located in University College.

5. In 1986, the dean of the University College was chosen to chair the committee which was to revise general education at Memphis State.

6. In 1988, a paralegal certificate program located in the College of Business was moved to University College, and a new position was created for a director of that program.

7. At the writing of this report (February of 1989), discussions are underway that would make University College the center of all adult-related academic progamming, extended programs, and continuing education at Memphis State, beginning in the 1989-1990 AY.

B. Some other evidence of how much a part of Memphis State the University College has become. . .

1. Seventy-five faculty members from 23 departments have served on the University College Faculty Council.

2. University College courses have been taught by approximately 75 faculty members representing all of the colleges.

3. Nearly 300 MSU faculty have served on students' contract/advising committees. One hundred and five currently serve as committee chairs. Only a handful of departments have not been represented on students' committees.

4. The professional staff of University College serve on a wide variety of university committees, ranging from the Pre-Theology/Religious Studies Committee to to the Women's Task Force, to the Adult Student Scholarship Committee.

C. Evidence of responsiveness to community needs. . .

1. The college offers baccalaureate opportunities in the following areas, for which there are state-level approved programs of study, or locally-approved guidelines. Each of these was developed in concert with a professional association, a state or federal agency, or another institution of higher education.

Title of Program	# enrolled	# graduated
Alcohol and Drug Abuse Services	17	9
Aviation Administration	7	15
Biomedical Illustration	8	12
Commercial Aviation	20	10
Fire Administration/Fire Protection Technology	178	30
Health Care Fields	47	79
Human Services	4	23
Orthotics/Prosthetics and Related Fields	3	14
Printing Management	4	2
Services for the Aging	12	17
Legal Assistant Certificate Program	143	100

2. The college has responded to requests for the development of programs to meet community social and intellectual needs by developing guidelines for Black Studies, for Women's Studies, and for Judaic Studies. The college supports (through purchase of released time) a half-time director of Women's Studies and (with partial support from an endowment) a full-time director of Judaic Studies.

3. The College has responded to the needs of individuals to develop degree curricula appropriate to their personal and/or career or pre-professional needs by providing them opportunities to develop programs with such titles as these:

African Culture and Society
Anthropological Photography
Art Promotion and Marketing
Broadcast Meteorology
Community Economic Development
Corporate Sales Training
Fashion Design

Food Management
Marketing of Financial Services
Medical Marketing
Political Communication
Sports Business
Storytelling for Children
Youth Counseling in Religious Settings
Broadcast Media Management
Athletic Administration
Arts Management
Consumer Counseling and Education
Corporate Communications
Criminal Justice Management
Dance Education
Energy Management
Health Physics
Human Resources Management
Industrial Education
Pest Control Management
Professional Church Work
Therapeutic Art

D. Looking at some numbers derived from a recently completed (February 1989) survey of University College graduates (39% of the graduates for whom we have addresses returned completed questionnaires) . . .

1. One hundred percent were employed or retired.

   a. Twenty-eight were self-employed.

   b. One hundred and five were employed.

   c. Sixteen were retired.

2. Incomes were encouraging.

   a. The median salary was in the $30,000.00 to $35,000.00 range.

   b. Twenty-two declared salaries in excess of $50,000.00 (in response to a similar survey conducted in 1983, two declared salaries in excess of $40,000.00).

3. The same survey indicated that over 50% had continued their formal education after graduation from University College.

   a. Thirty-four had completed Master's programs.

   b. Thirty-one were currently enrolled in Master's programs.

   c. Six had gone on to complete a subsequent undergraduate program.

   d. One had completed a Ph.D. degree and three others were within a year or two of their Ph.D or Ed.D. One had completed a J.D. and two were completing the same degree.

e. Nearly half of UC graduates who went on to graduate school (47%) completed degrees to allow them, through licensure and/or increased professional competence, to perform community, personal, religious, or health-related service.

4. Thirty-nine respondents (28%) indicated that they had attended employer-sponsored training programs. Twenty-seven of these indicate that they have attended two or more such programs, or attend them on a regular basis.

E. From the same questionnaire, narrative responses to questions concerning usefulness of coordinated study program to job, profession or career. . .

1. Usefulness to professional competence

"My study program was centered around aviation, the commercial aviation industry, and it introduced me to new ideas and techniques that I use daily in training."

"It actually developed my career in the tourism/marketing industry."

"As a result, was promoted to the Training Department from the sales force to conduct and produce training programs for Fisons. Developed a Pharmaceutical Training Manual for a particular product for Fisons."

"It helped me to work in the field of horticulture. I have been able to apply the classroom knowledge to my on-the-job tasks."

"My undergraduate focus was families. I now find myself teaching family physicians about families."

"It provided me with fundamental understanding of fire service administration."

"It was extremely beneficial to me to receive instruction in the design and application of microprocessors."

"I have used stress management, relaxation, and coping skills with many of my clients."

"This position is responsible for a 2-county area for the purpose of volunteer development working through the heads of organizations. My degree was in Employee Development and Training Technologies."

"The BPS opened door to seminary."

"I am currently doing everything I said I'd do in my degree contract justification. Every aspect of my degree contract--video production, electronics technology, music production, writing--is used daily."

"My coordinated study program, 'Criminal Justice Management', was, literally, an overlay of my function and responsibilities in my job at that time. The theories/principles I learned in the various courses were immediately applicable to my everyday work."

2. Usefulness to career change or development

"Shortly after my graduation an opportunity for promotion came, and I feel my degree (Fire Administration) was an influencing factor. I was promoted to assistant fire chief."

"Due to the nature of the degree, I received a lot of visible exposure in the media. It certainly gave credibility to the effort of tourism and helped establish it as legitimate business of value in 1980."

"Without a doubt my UC work enhanced my upward mobility. I've been promoted twice since I earned my BPS."

"Change of profession. It gave me the background knowledge for a field which I had always wanted to be involved with--marketing to senior citizens in the health care field."

"Because without a degree, I would not have gotten the job."

"I could not have entered advertising as easily had I not received the degree (specific degree) I received."

"Important to a career change. Need the credentials in order to be a counselor."

"Completion of the degree has enabled me to move to various aspects of the Personnel Division. It has been a "door opener" to various organizations which have requested services and counseling from Federal Express on how to establish a Personnel Department in their company."

"Could not have entered Civil Service Education Specialist field without degree."

"It opened the door to my career as project administrator and to my master's degree in Social Work Administration. I have 5 programs and a million dollar budget to take care of at the present time."

"The month after I completed my undergraduate degree, I was offered a job as a hospital administrator and have stayed in health management since that time.

"Many of the major airlines like to see pilot candidates with a four-year degree."

"I have changed jobs, which allowed me to increase my salary $7,000.00 annually and I have become a Certified Vocational Evaluator, which further advanced my professional options."

3. Acquisition of enhanced self-esteem

"It was a goal and an accomplishment that I worked long and hard for. This was a moment of pride and a great sense of accomplishment."

"It showed how organized planning can accomplish goals."

"It increased my knowledge of the world around me, and that made me an even more confident person."

"I had always felt somewhat incomplete having not completed my undergraduate degree."

"Wanted to write since my youth."

"I came to Memphis State to earn a degree to enhance my chances of employment with a major air carrier. I found an enriched opportunity that will remain with me throughout my endeavors."

"A sense of accomplishment that made me realize long-term longings can be realized."

"Achievement alone was a satisfaction."

"Encouraged efforts to study and learn new studies."

"I had been out of school 10 years and the program really boosted my self-discipline and sense of accomplishment."

"It validated the skills I already had and equipped me to reach my potential. It proved to me and others that you can do anything if you try."

"I felt (and still feel that) because I designed my own program, I had to be far more thoughtful about my future and how courses would actually help me."

"I felt more confident in myself and more self-reliant for having chosen to complete my BPS in University College. I know how I can depend on me.

"I'm the only college graduate of my family!"

It enabled me to complete my college education--a goal my parents were not able to do, due to the onset of the Great Depression in the 1930's. It became my personal goal and I would not have pursued it in any of the colleges except in University College, where I could shape my studies around my personal interest: history, with special emphasis in Christian church history."

"My degree opened doors to a more cultured lifestyle and therefore an opportunity to be with people I enjoy."

"Of course I feel 'different' for being a University College grad--sometimes I feel it reflects individualism and I feel confident during job interviews that being a University College grad tells a prospective employer a lot about my sense of self and personality."

4. "Giving back" through the Special Project

"In the UC Newsletter of 1984 (my graduation class) you outlined how I utilized my project as a police academy instructor in teaching police officers survival techniques during hostage situations."

"It was adopted by the Memphis Police Department as a format for their annual report."

"It provided foundational information for developing management training in the Memphis Fire Department."

"My special project was in DRG's (Diagnostic Related Groups) in Health Care. Although St. Jude is not using DRG's at this time, government policies are changing rapidly. Therefore, I anticipate St. Jude will be using them in the near future."

"My special project has been well received by the community. It was preparation for a grant proposal for programs relating to teenage pregnancy. My employer, Bethany House, has been funded for these programs which will begin soon!"

"The in-depth understanding which I attained on the philosophy of radiation protection and background information regarding this subject had been invaluable. I probably would not have investigated at this level of intensity on my own. I use this info in decision-making every day."

"My project was a research paper on "Landmarkism and Southern Baptists." My studies gave me a much deeper insight into the backgrounds from which my own denomination sprang and I have been able to share these insights often in our church--Ridgeway Baptist--both to inform and to correct misinformation."

"The one thing which stands out the most is that I learned to help people trust me and my camera and to help them feel comfortable in front of the camera."

"Used by others. A benefit to the community because it will help the Street Ministry of Calvary Church work better."

"Plough Towers' in-house volunteer program is being set up in other facilities, namely the Dallas Housing Authority and two public housing projects in Memphis (through Retired Senior Volunteer Program). Articles have been published in national newsletters and I have answered all inquiries. The need for senior volunteers has increased and many agencies are recognizing the special needs of the population."

"I have shared it with a number of people who have been considering or shaping similar activities, including CEO's of First Tennessee, Holiday Corporation, the executive director of Future Memphis, organizers of Goals for Memphis.

"Manual is now used by Le Bonheur, Southern Health Resources/Services and Professional Health Care Nursing Agency as well as Pharmatheic Inc. as training manual for Home Infusion Therapy Training."

"My special project has inspired others to delve into counseling techniques as applied to corrections' programs. It has benefitted the community and my workplace as I am more fully able to aid clients and their families. Also, in the workplace, I have been able to provide peers with information."

CONCLUSIONS AND RECOMMENDATIONS

First, unquestionably, it is possible for a small, nontraditional, college to prosper within the context of a large, traditional, urban, university. Certain conditions have to be met, of course, not the least of which is the fact that the college has to be funded adequately enough to give departments money for some of the services it requires--but these conditions having been met, the soil is prepared.

Second, having been initiated, the college and its functions must be seen as supportive of the traditional teaching, research, and service missions of the university. Certainly, they cannot be seen to compete. For example, it is necessary for a nontraditional unit to be seen as adding students to classes in the traditional departments and faculty who work for the new unit must feel that they are receiving something value-added--perhaps the opportunity to teach something that they could not otherwise, or to initiate with a colleague a collaboration that will later result in joint publications.

Third, the success of such a unit may depend upon its ability to respond to programmatic requests with greater flexibility than the traditional units can. In the case of University College, this has meant (1) that we can work individually with students on unique and interdisciplinary degree programs and (2) that we can respond to community and faculty requests for the initiation of group guidelines which allow Memphis State to advertise the availability of certain degree opportunities the traditional colleges cannot provide.

Fourth, the success of such a unit may also depend upon its willingness to give away its most successful programs. To do so requires a certain attitude, namely, that a program worth developing is worth moving to a unit which has full-time faculty who support it.

Fifth, faculty in the traditional departments will respond to adult and other nontraditional students and will work with them, often very closely. Some faculty will work with as many such students as they can handle. Also, they will be pleased to provide faculty/administrative support and will be glad to design and teach interdisciplinary courses.

Sixth, adult and other nontraditional students will seek out the college.

Seventh, a college which allows such students to individualize degree programs will provide them the freedom to be adults, a freedom which is important to many. That is, much more than traditional-aged students, adults can target their educational needs with accuracy, since they know well their own personal and/or career needs.

Eighth, both employers and graduate schools will find graduates of career related and academically sound degree programs very attractive.

Ninth, given the freedom to participate in the design of their own programs and the support of an effective advising system, students who complete their degrees will feel positively about their experience, (1) because they have achieved their own goals; (2) because they often can apply their learning to their workplace, however they define that; (3) because they recognize that they have had the opportunity to fulfill a dream deferred; (4) because the baccalaureate opportunity allows them to

complete graduate school and to become fully accepted professionals in their area; and (5) because they wish to give something back to the community, to the workplace, to their church, etc.

Recommendations in this case are virtually the same as conclusions, with this exception, namely, that colleges and universities in this country are becoming so aware of their own need for adult students that it behooves those that do not have adult programs to leaf through descriptions of models that have worked. Certainly, the University College model will not be appropriate to every situation; but it will be appropriate to some, and it does work.